

## AGES AND STAGES

### Background

All people have needs. Some needs and interests are universal for all ages to insure successful development. These needs continue from infancy through old age. Other needs vary for different children and different ages. Understanding the stages that children go through is beneficial for parents and adults who work with children and youths.

This lesson begins by looking at the universal needs for all people. Ideas are offered for resources and activities for looking at specific age groups. Participants will share ideas on working with specific age groups and with mixed age groups.

### Resources

IN/NCR292 *Ages and Stages of Child and Youth Development: A Guide for 4-H Leaders*. (Available through county Extension offices.)

*Growing Together: Ages and Stages*. Video Series with 20-30 minute videos, video script and supplemental resources. (Order through county Extension offices.)

Video 1: Birth to age 4

Video 2: Ages 5 to 8

Video 3: Ages 9 to 13

Video 4: Ages 14 to 18

**This unit was prepared by:** Janet H. Hiller  
Extension 4-H Youth Development Specialist  
Department of Human Development  
323 Hulbert Hall  
Washington State University  
Pullman, WA 99164-6236

## AGES AND STAGES

<p><b>Audience:</b> New and experienced leaders</p> <p><b>Group Size:</b> 5-50 participants</p> <p><b>Time:</b> 1 1/2 to 2 hours for each of the four videos</p> <p><b>Equipment:</b> Video, VCR and monitor, handouts, index cards</p> <p><b>Setting:</b> Arrange chairs so that all participants will be able to see the video. Tables would be useful for the group work.</p>	<p><b>Objectives:</b></p> <p>The participants will:</p> <ol style="list-style-type: none"> <li>1. Understand the universal needs of all people.</li> <li>2. Understand the developmental stages of youth from birth to 18.</li> <li>3. Design learning activities for specific age groups and for mixed age groups.</li> </ol>
--	--

TIME	CONCEPT TO BE LEARNED	WHAT YOU DO OR SHOW	WHAT PARTICIPANTS DO	HINTS FOR TRAINERS
		<p><b>Prior to session:</b> About a month before your presentation, preview the video that you want to use and make sure it is available for the date you want to use it.</p> <p>Order the number of copies you need of IN/NCR292 <i>Ages and Stages of Child and Youth Development</i> and make copies of handouts you will be using.</p> <p>Arrange for a VCR and monitor. Become familiar with the lesson plan and background information.</p>		Pre-planning is a key to providing excellent lessons and feeling confident as a presenter.
1 min.	Objectives	Welcome! For this session we will be looking at some universal needs that all people have. We also will be looking at the developmental needs of a specific age group (birth to 4 years, ages 5-8, ages 9-13, or ages 14-18). You will have an opportunity to work in small groups to strategize some activities that you might do with the specific (or mixed) age group in which you have an interest.	Listen	

TIME	CONCEPT TO BE LEARNED	WHAT YOU DO OR SHOW	WHAT PARTICIPANTS DO	HINTS FOR TRAINERS
5-10 min.	Introduction of participants	But first, let's get acquainted with each other. Please introduce yourself and share with us the age group that you enjoy working with the most and why.	Introduce self and share answer to question presenter asks.	If group is large have two people get acquainted and share information with each other rather than introductions to the entire group.
5-10 min.	<p>Introduction of topic</p> <p>All people have universal needs.</p>	<p>We will begin by focusing on the universal needs and interests of all people.</p> <p>Pass out copies of IN/NCR292 <i>Ages and Stages of Child and Youth Development</i>. Ask participants to turn to page two where these are listed (use Transparency #2).</p>	Look at list of universal needs.	You could have the universal needs written on newsprint or on a flip chart rather than use an overhead projector/transparency.
	Other needs vary for different children and different ages.	<p>Read the list.</p> <ul style="list-style-type: none"> <li>- to experience a positive self-concept</li> <li>- to experience success in what they attempt to do</li> <li>- to become increasingly independent</li> <li>- to develop and accept their own sex identity</li> <li>- to give and receive affection</li> <li>- to experience adventure</li> <li>- to be accepted by people of different ages--peers as well as those in authority.</li> </ul> <p>These needs continue from infancy through old age. Other needs vary for different children and different ages.</p> <p>It is important to remember that children develop at their own pace, and all characteristics will not be observed in all children at the same age or at the same stage of development.</p>	Take notes as they listen to mini lecture.	

TIME	CONCEPT TO BE LEARNED	WHAT YOU DO OR SHOW	WHAT PARTICIPANTS DO	HINTS FOR TRAINERS
20-30 min.	Developmental stages occur in physical, social, emotional, and cognitive areas.	For the next 20-30 minutes we will be looking at a video that focuses on the developmental stages of children ages _____. (Describe what will be seen.) While watching the video please think of some individuals you know who are this age and reflect on how well they fit with what you are seeing in the video.	Watch video thinking about points made by presenter.	Take points you want to emphasize from the video script that accompanies the video when you order it through your county Extension office.
5 min.		Following the video ask the participants to tell you some of the things they learned about the physical, social, and emotional growth of children this age. Also their growth in thinking. (For the last three videos you could have them refer to the publication they have for some of the answers.)	Answer the questions the presenter asks.	
5 min.	Knowing developmental stages will help you plan more successful activities for youths.	Ask if participants have ever had an activity that was unsuccessful with a group--a field trip that no one showed up for, side chatter all during a workshop, etc. Do you have a better idea now what you might do to improve the situation? Ask participants to read the section " <b>Analyzing the Situation When Activities Are Unsuccessful</b> " on page three of IN/NCR292.	Offer examples.  Read section of publication.	You may want to offer some personal examples of situations that could have been better had you understood the developmental stages.
5-10 min.		ACTIVITY 1 - Divide the participants into groups of 4-6 and have them share with each other examples of activities they have found to work well with the age group you are focusing on for this lesson.  Have them write down the idea on a 4 X 6 card that will be given to you to be made into a handout and distributed to participants at a later date.	Share examples of activities that have worked well for the specific age group you are focusing on for this lesson.	If time is limited, do only one or two of the activities. If you don't have time or equipment to make handouts you could ask if any of the participants would like to do this for the group. Or you could put the 4 X 6 cards up on a wall and have participants copy the ideas they want.

TIME	CONCEPT TO BE LEARNED	WHAT YOU DO OR SHOW	WHAT PARTICIPANTS DO	HINTS FOR TRAINERS
10-15 min.		<p>ACTIVITY 2 - In groups of four have participants design some activities that would be good for this age group. Distribute some project books to them for ideas.</p> <p>Again, these ideas could be written on newsprint and shared verbally with the entire group or put on index cards to be re-typed and distributed later to all participants.</p> <p>Refer to the background information for offering some ideas if any of the groups appear to be having difficulty.</p>	<p>Plan some new activities that would work well with the specific age group.</p> <p>Offer ideas of how to adapt the same activity to a different age group.</p>	<p>If time allows ask how they would adapt the activity to a different age group.</p> <p>Prepare some ideas after reading the background information.</p>
15-20 min.	Mixed age groups provide additional challenges.	<p>Working with mixed groups:</p> <p>Offer the handout "<b>What Do The Developmental Characteristics Say To You?</b>" in order for participants to see on one sheet of paper a listing of the developmental characteristics of children of a variety of ages.</p>	Read the handout.	If you are limited in time or are unable to schedule a video you could use this handout plus IN/NCR292 <i>Ages and Stages of Child and Youth Development</i> and have each small group design activities for a different age group with one group working on ideas for mixed age groups.
		<p>ACTIVITY 3 - In small groups of 4-6 have participants generate ideas for working with mixed age groups. Ask them to write ideas on index cards. Share ideas with total group.</p>	Generate ideas, write on cards and share with total group in the manner explained by the presenter.	Each group could report back to the total group. Cards could be posted for participants to copy ideas they want.

<b>TIME</b>	<b>CONCEPT TO BE LEARNED</b>	<b>WHAT YOU DO OR SHOW</b>	<b>WHAT PARTICIPANTS DO</b>	<b>HINTS FOR TRAINERS</b>
1 min.		Summarize the session by reviewing the objectives and wishing them well in working with their respective groups.		
5 min.		Evaluation. Distribute a written evaluation to participants or ask them each to share one new thing they learned and where they will use this information.	Complete evaluation.	Do a self-evaluation soon after the presentation and make notes.

a:ages

### **List of Materials for Ages and Stages Lesson**

#### Background Information

Child Development Levels K-7th Grade

Characteristics/Implications for 13-15 age group, and 16-18 age group

Sample script from Video #3: Ages 9 to 13

Transparency 1

Objectives

Transparency 2

Universal Needs

Handout A

IN/NCR292 *Ages and Stages of Child and Youth Development: A Guide for 4-H Leaders*

Handout B

What Do the Developmental Characteristics Say to You?